A MARKETING AND IMPLEMENTATION PLAN FOR SECONDARY LEVEL INTERNATIONAL EDUCATION INITIATIVES IN THE PACIFIC RIM

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INTRODUCTION

The Ministry of Education engaged the Gleneagles Group to develop an action-oriented marketing and implementation plan for their secondary level international education initiatives in the Pacific Rim. The plan is intended to focus and guide the Ministry's marketing and promotional activities in selected priority countries over the next two to three years.

The plan is designed to build upon the thrust of the Pacific Rim Education Initiatives program and should assist to channel effort and resources to the activities and markets which are most productive and consistent with the Ministry's expressed purpose in the field of international education.

Consideration was given to the delivery role played by other public and private groups in the education field as well as other organizations with an international development interest, such as the Ministry of International Business and Immigration, the Asia Pacific Initiative and the Asia Pacific Foundation. The plan highlights the role which can most appropriately be carried out by the Ministry of Education.

In undertaking this assignment, the Consultants had discussions with a wide range of people and organizations including: school boards, federal and provincial officials in British Columbia, Alberta, Ontario, Quebec, and Ottawa; representatives of foreign

governments based in British Columbia, federal and British Columbia representatives in selected Pacific nations, some British Columbia post-secondary institutions, and members of the business community.

The prime coverage of the consultants' work program was limited to Japan, Hong Kong, Taiwan, South Korea, Singapore, Malaysia and Thailand which were identified by the Ministry as potential Pacific Rim targets at this time. Some observations are also made regarding China and Brunei.

The output is a plan which sets out recommended priorities and actions for the Ministry's future international education activity in the Pacific.

1.0 PURPOSE, OBJECTIVES, AND GUIDING PRINCIPLES

1.1 PURPOSE

The purpose of the British Columbia school system is to enable learners to acquire the knowledge, skills and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy. This can be realized, at least in part, through the involvement and leadership of the Ministry of Education in Pacific Rim international education. Such involvement will provide added opportunities for British Columbia students and teachers to increase their exposure to, and understanding of Asian cultures and languages. This will, in turn, serve to strengthen goodwill, awareness, and long term social and economic relationships.

1.2 OBJECTIVES

The Ministry's over-all objective in the field of Pacific Rim education should be to prepare British Columbia students to effectively live, work, compete, and prosper in the 21st Century - the Pacific Century. In addressing this challenge, the Ministry must ensure that students and teachers in British Columbia are the principal beneficiaries of the international education efforts of the Government.

Canada, is becoming more and more a Pacific nation through immigration,, trade, investment, communications, and tourism. However, many suggest we lack the necessary skills, knowledge, and awareness to

properly understand and deal with this reality. If British Columbia is to fully participate in these developments, we must become more closely involved with the nations and dynamics of the Pacific region, through a fuller understanding of Asian languages and cultures.

The foundation of what many perceive as a mandatory transition to greater Pacific Rim participation and understanding will be our teaching resource. It follows, therefore, that major emphasis must be given to more quickly and effectively developing teachers in the province who can adequately instruct students from K-12 in Asia Pacific languages, cultures, economics, history, geography, and other disciplines. Based on this foundation of a strong teaching resource, initiatives such as student exchanges, school twinnings, scholarship programs, curriculum development, and partnerships with business and government groups can be more successfully implemented.

A related, parallel thrust, but one which must be designed carefully to provide benefit to this province, is to increase the presence of international secondary level students, teachers, and overseas educational institutions in British Columbia. This aspect of the program should be structured to maximize utilization of available local educational facilities, materials, and teaching resources. It is also intended to strengthen linkages between foreign schools and local schools and provide some form of economic spin-offs.

These two areas, while complementary, involve different constituencies, approaches, and issues. The purpose and emphasis of the marketing and implementation plan described in this report is more focussed on the Ministry's external activities in the Pacific as they relate to and reinforce the prime responsibility in international education of making British Columbia teachers and students more 'Pacific' aware and capable.

It is generally recognized that the ultimate goal will take time to achieve and that British Columbia must proceed step by step. This suggests that objectives for the short, medium, and long-term should be established if we are to be successful.

1.2.1 SHORT-TERM OBJECTIVES (ONE TO TWO YEARS)

- Strengthen British Columbia's international teaching resources through expanded longer term assignments in priority countries in the Pacific.

- Enhance the level of educational cooperation with Japan which has the most extensive existing links to British Columbia of any Pacific nation. This should include promoting the establishment of satellite campuses of Japanese high schools in this province.

- Facilitate increased teacher and student exchanges working in close cooperation with the British Columbia Teachers' Federation and local school districts.

- Encourage international student selection matched to British Columbia capacity and local demographic pressures.

1.2.2 MEDIUM-TERM OBJECTIVES (THREE TO FIVE YEARS)

- As more British Columbia teachers improve their foreign language capability, efforts to expand teaching assignments in countries which do not have a strong element of English language instruction such as Japan, Korea, Thailand and China should be increased.

- Encourage the creation of stand alone schools from Japan, and possibly Korea, offering their own curriculum to ex-patriate students living in Western North America and facilitate links with local schools in British Columbia.

- Expand selective placement of more British Columbia high school students on two to three month exchange programs to provide a more in-depth experience in the language and culture of Asian nations.

1.2.3 LONG-TERM OBJECTIVE (FIVE TO TEN YEARS)

- Develop a province-wide cadre of teachers knowledgeable in Asian customs, cultures, and languages, capable of inculcating students at all levels in the school system on the reality of the Pacific Rim.

1.3 GUIDING PRINCIPLES/CONSIDERATIONS

The development of this marketing plan has been influenced by the following principles and considerations which the Consultants believe should guide Ministry efforts:

- The prime beneficiaries of Ministry activity in international education must be students and teachers in British Columbia.

- The Ministry's role should be one of leadership in international education. It should limit direct implementation to areas such as establishing goals and standards and ensuring an overall consistent, quality approach is adopted. In addition, planning and implementing well targeted, off-shore marketing and promotion activities should be the responsibility of the Ministry. Hands-on delivery of most other program activity should be left to school districts, individual schools, and the British Columbia Teachers' Federation with the Ministry playing the role of facilitator.

- Increased co-operative activity with the Ministry of Advanced Education should be undertaken in order to present a stronger, more comprehensive international education message to audiences in the Pacific.

- Co-operative activity with the Ministry of International Business and Immigration and the Ministry of Regional Development should also be pursued where business investment projects are involved. The Ministry of International Business and Immigration should be encouraged to give higher, priority to international education initiatives in overseas offices located in the Pacific.

- The "international education product" offered abroad must be carefully prepared and adapted as appropriate/necessary to meet British Columbia interests and priorities and satisfy demand. It is important to recognize that the priorities and interests of overseas clients may not always be the same as those of the government of British Columbia.

- Foreign students in British Columbia schools add an international dimension to the classroom and help build two-way communications. Yet, our capacity to accommodate international students in secondary schools must be constantly monitored. Local demands on the school system resulting from increased immigration from Asia, particularly Hong Kong, are very evident in Greater Vancouver and this will restrict the ability of some school districts to accept international students.

- Delivery of international education is greatly influenced by school districts and teachers; therefore, their priorities and needs must be considered when developing Ministry programs and activities.

- Teacher shortages and classroom limitations are anticipated in coming years; this pending capacity constraint should be factored into marketing goals and activities related to international education.

- Encouragement of foreign investment in satellite campuses in British Columbia by offshore schools will demand the development of an information base related to economics, real estate, regulation, and the educational/living environment. Cooperation across a number of Ministries in government will be necessary to achieve this.

- Different instructional methods and language differences represent significant constraints to the marketing of British Columbia education materials abroad. However, there may be good prospects for sale of ESL resources especially if they are designed to strengthen conversational skills.

- Teacher assignments abroad in an ex-patriate environment tend to be of limited value in terms of intensive exposure to local custom, culture,

and language. At the same time, government policy and language of instruction constrain opportunities in local schools in many countries.

- To better develop the much needed teaching resource, extended study abroad should be linked to teaching assignments. This may require Ministry financial assistance/fellowships.

- Offering educational services on contract outside the traditional K-12 system has merit and offers business potential, yet private sector delivery and motivation can differ considerably from the approach and philosophy of the Ministry. Ministry endorsement should be carefully managed and standards should be established for any groups accredited by it.

- Achievement of international education objectives would be aided by the establishment of one or more specific clearing houses for projects and actions such as student/teacher exchanges and international teaching opportunities. This would also facilitate sharing of knowledge and information and provide some sense of quality control.

2.0 OVERVIEW OF RECOMMENDED INITIATIVES

2.1 INTERNATIONAL TEACHING ASSIGNMENTS FOR B.C. TEACHERS

To date, international teaching assignments in Asian countries have been limited. Study tours in the summer months have been more common and are beginning to adopt a greater educational/work dimension. It is this latter aspect which will best enhance the teacher's instructional capability and ability to contribute to curriculum development.

It is generally agreed that longer term teaching assignments (one to two years) abroad will result in greater benefits for British Columbia than short term study tours. However, there are a number of issues which need to be addressed if this is to emerge as a significant initiative. These include:

- language and instructional methods in foreign countries
- expectations and needs in host countries
- continuity of career development, seniority, salary and benefits
- adequate preparation for cultural change
- a more systematic approach to opportunity identification and teacher selection
- post-assignment commitment to peer group orientation and curriculum development.

The attractiveness and number of international teaching opportunities and the host-country language of instruction are interrelated. This may result in greater emphasis initially being given to countries or situations where instruction is in English. However, this is only of limited benefit to British Columbia teachers, if they are restricted to an international school dominated by ex-patriates or to situations that provide limited opportunity for cultural and language development. Canadian teachers only involved in ESL programs in Japanese schools may fall into this category.

In the medium to longer term, as the language capability of British Columbia teachers improves, more effort should be devoted to countries which offer Canada significant potential, in political, economic, business, cultural and social terms. Countries such as Japan, China, Korea, and Thailand fall into this category. Opportunities and benefits flowing to Canada in the long term from teaching assignments in Hong Kong, Singapore, and Taiwan are likely to be more limited and should be given secondary priority.

The major thrust of the Ministry in this area should be in providing leadership, in developing and maintaining links with counterpart Ministries in foreign countries; in establishing communication abroad regarding the calibre of British Columbia teachers; and in promoting our interest in enhancing understanding through international education. Early discussions should take place between the Ministry and the British Columbia Teachers' Federation with a view to determining what role

that organization can play in international teaching assignments. The concept of an international teaching opportunity recruitment/exchange forum in Vancouver during the summer months to link foreign institutions and British Columbia teachers has merit and should be explored with interested parties.

The Ministry should establish, in consultation with a representative group of teachers, the criteria for international teaching assignment selection that will result in the greatest degree of professional development and longer term benefit to the education system in British Columbia. A useful starting point would be to determine the nature and extent of international teaching/study tours involving British Columbia teachers presently underway. This would serve to highlight benefits, experiences, opportunities and constraints and may help shape future policy development and program activity in this area.

2.2 MARKETING OF BRITISH COLUMBIA EDUCATIONAL MATERIALS

The market potential for British Columbia developed educational materials is difficult to assess within the scope of this assignment. It would appear that language, curriculum, and instructional differences in many Pacific nations may significantly constrain market prospects. However, there could be a good opportunity for ESL materials if they can be adapted to specific customer requirements. Japan and Korea, for example, have aggressive national programs to accelerate English language instruction and other Asian nations

perceive the need to strengthen their present English language efforts. The principal deficiency in present English language teaching in these nations is at the conversational level. Countries such as the U.K., the U.S. and Australia are much more active than Canada in promoting educational co-operation in Asia and have become quite involved in English instruction.

If British Columbia wishes to seriously pursue this opportunity, more detailed market research needs to be undertaken on a country by country basis. This should include the potential for private sector responsibility for marketing, under pre-established performance targets, on behalf of the Ministry.

2.3 RECRUITMENT OF INTERNATIONAL STUDENTS

British Columbia's education system currently hosts both fee-paying and non fee-paying international students. The latter are primarily children temporarily resident in British Columbia with family or certain participants in international student exchange programs. The focus for the Ministry's current program of attracting international students to British Columbia is on fee paying students. The Ministry's Hong Kong Selection Office is targeted on high achieving students with the ability to pay tuition in the range of $5,000-6,000 per year plus transportation and living expenses and who can occupy available surplus capacity in British Columbia.

British Columbia school districts' interest and policy on this matter vary regarding their receptiveness to expanding the number of fee-paying international students they are prepared to host. Some districts reject the concept on philosophical grounds while others refuse to participate because they are dealing with extreme pressures to accommodate all of the resident students in their area. This is particularly noticeable in certain districts in Greater Vancouver where population growth and ESL demands from domestic students are stretching capacity. However, there are a number of school districts who are quite prepared to cooperate in marketing surplus space and teaching capacity to qualified international students in the short term.

In Asia, education is a top family priority and preparation and competition for university entrance is very intense. In countries such as Japan and Korea, there is considerable reluctance to having students spend extended time overseas between Grades 10 and 12 because of the fear that they may lose continuity in their home country curriculum. Some policy relaxation in this regard is now evident in Japan but the situation is still emerging. In Hong Kong, Taiwan, Singapore, and Malaysia, the various domestic pressures, especially on the Chinese population, have resulted in a major increase in immigration in the last few years to Canada, particularly British Columbia.

The growing number of overseas Chinese families living in British Columbia, together with expected continued high levels of immigration, represent a

considerable base to introduce many aspects of Chinese culture and customs without off-shore recruitment. However, there may continue to be merit in recruiting students prepared to locate in smaller British Columbia communities which have not had the same impact of immigration. In any case, the Ministry's off-shore recruitment activity must be constantly monitored to ensure that it does not exacerbate current racial pressures being felt in some places in Greater Vancouver.

The Consultants recommend that the Ministry's recruitment of international high school students should be primarily re-directed to countries where normal immigration flows to Canada are lower and where students are seeking to broaden their foreign language and international understanding. In most cases, these students will return to their home country to live and work and thus contribute their perspective of Canada and its culture for years to come to their fellow citizens. This suggests greater emphasis on countries such as Japan, Korea, China, and Thailand and less attention to Hong Kong, Taiwan, and Singapore. This approach would help to strengthen and broaden our international education programs, bring benefit to British Columbia both short and long term, and result in a cadre of friends of Canada located all across the Pacific Rim. Financial constraints on students from China may need to be managed but most of the other countries should not be problematic in this regard.

Therefore, while the Ministry should continue to recruit international students, the overall longer term objectives would be better satisfied with a re-direction of effort. With this in mind, the following factors should be considered in developing the marketing approach.

Student Selection

Factors which will influence success in recruiting and selecting international, tuition paying students include:

- British Columbia school district policy and available capacity
- the education philosophy in the target country to international education for high school students.
- transferability of credits
- English language ability
- family financial resources/currency controls
- student expectations regarding an urban vs. rural British Columbia learning environment
- a dedicated local presence in target countries

2.4 INVESTMENT BY OVERSEAS SCHOOLS IN A B.C. CAMPUS

The Ministry should encourage the establishment of satellite campuses of overseas high schools in British Columbia The prime focus should be on Japan and directed at private high schools. The Japanese interest would most likely be in facilities to offer Japanese curriculum to students temporarily re-locating from Japan and/or

living in Canada or the western United States with their families. In the medium term, Korea may also represent good potential in this regard.

High schools with links to universities should receive the highest priority since they will be most attractive to Japanese parents concerned with university entrance. Effort should be directed especially to high schools which have a strong academic reputation as this will enhance the potential of drawing students from families temporarily assigned in other North American cities. The Ministry's effort should build on established relationships between schools, colleges, and universities in Japan and their counterparts in British Columbia. Existing sister-city relationships may also be of assistance in this regard.

The most important issues to be covered in promoting a British Columbia location to Japanese high schools are:

- quality of the education system in British Columbia
- business/economic considerations which will influence investments
- Ministry endorsement/accreditation/support
- safety/security issues concerning students
- potential for homestay/family links in Canadian homes
- development of links with Canadian schools
- available facilities for lease/purchase

- zoning or regulatory considerations for existing or new facilities
- living environment/recreation opportunities
- international application of English spoken in Canada.

2.5 OTHER INITIATIVES

Initiatives such as school twinnings, summer student exchanges, teacher study tours, and the like do have merit and can contribute to Pacific understanding. These should be left primarily to the initiative of individual municipalities, school districts, schools, and teachers.

The over-all international education objective, however, could benefit from greater sharing of experiences and mechanisms to facilitate this sharing should be created and strengthened. The Ministry's plan to produce a twinning handbook, its database of exchanges, use of scholarship students on their return to British Columbia, and similar activity are good examples. During the assignment, the Consultants gained the impression that there is a substantial level of 'ad hoc' activity in international education which occurs largely unknown to the Ministry and other educators, who might otherwise benefit from being aware of it. The overall education system would be enhanced by greater knowledge of current and planned activity in international education. A clearing house within, or sponsored by, the Ministry may be the way to address this matter and should be explored.

The Ministry should also explore more fully the potential for corporate sponsorship of certain international education activity especially teacher development.

3.0 MARKETING AND IMPLEMENTATION PLAN - A COUNTRY BY COUNTRY APPROACH

3.1 INTRODUCTION

In order to market effectively, the Ministry must set practical objectives and understand the marketplace. It will also be more productive to identify primary target markets which will receive priority attention and secondary targets which will be addressed more generally.

The Ministry should consider a greater number of formal protocols with Ministries of Education and/or other leading foreign local authorities to establish an umbrella arrangement for both provincial and local education initiatives. This will enhance the Ministry's ability to aggressively seek out opportunities for longer term teaching assignments in cooperation with the BCTF in these jurisdictions.

The Ministry must be constantly monitoring and updating its knowledge of system capacity to handle international students and the development of Pacific language and cultural skills among teachers.

Close coordination with other educational groups in the province is essential to give a clear, consistent message to the international audience. This implies cooperation with school districts, schools, the Ministry of Advanced Education, and post-secondary institutions active overseas. It may also warrant serious

consideration, on a trial basis, of a dedicated British Columbia educational promotion presence in primary markets.

Issues such as Ministry endorsement, accreditation, homestay, student support, and security are major considerations both in attracting international students and satellite schools.

The Ministry should develop and make available marketing/ informational materials to all schools and students involved with exchange activity to support a quality, consistent approach.

3.2 PRIORITY MARKETS

In light of proposed, over-all Ministry objectives, a country's relative importance in the Pacific, potential for results, and greatest added contribution to Pacific Rim understanding and exposure, the consultants recommend that the following geographic focus be assigned:

Priority Markets	Secondary Markets
Japan	China
Hong Kong	Taiwan
Korea	Singapore
Thailand	Brunei
Malaysia	

PRIORITY MARKETS

3.2.1 JAPAN

Japan should be given the highest priority in the Ministry's promotional activity. The country is placing major importance on English language training and improved international perspective. Its education system, especially the privately-controlled parts, have the financial resources, autonomy, flexibility, and interest to strengthen links abroad. Moreover, many Japanese students and families have the desire and financial capacity to study abroad. The Japanese Ministry of Education has modified its stance on acceptance of high school education abroad and many of the former constraints no longer exist. Nevertheless, continuity within the Japanese high school curriculum leading to university entrance is still of paramount importance to Japanese families and needs to be taken into consideration.

Japan is and will be the dominant country in Asia for the foreseeable future and relationships with British Columbia and Canada are already well established. It is a country and language within British Columbia curriculum which is receiving major emphasis and so every effort should be made to strengthen the relationship for mutual benefit and understanding. British Columbia-Japan education links are better developed than with any other Pacific country, and therefore, offer a strong foundation for success and benefit.

Recommended Ministry Actions

- Education Mission to Japan, Spring 1989 as the first step in an aggressive action program to increase educational ties with Japan.

- Promotion of investments in one or more satellite campuses by well-known Japanese private high schools, especially those linked to universities. Priority on schools in regions where sister-city arrangements already exist and/or where college, school, university links are established.

- Longer-term teacher assignments to appropriate international schools in Japan combined with a university level study program with the key objective being to accelerate the development of the Asian studies teaching resource in British Columbia. Study in Japan should be focussed on contemporary Japan.

- Leadership and facilitation, through sister city relationships, of school twinnings and exchanges. The delivery and implementation should be at the local level in British Columbia.

- Encouragement of public and qualified private sector organizations offering ESL summer, or shorter term instruction to Japanese students in British Columbia. Direct marketing of these

programs should be left to those who deliver the service.

- Increased scholarship program emphasis be placed on Japan for British Columbia students who have completed Grade 12.

- Serious consideration of a modified British Columbia program similar to Japan's JET program to introduce Japanese language instructional assistance (language monitors) in British Columbia classrooms.

- Increased promotional activity in co-operation with the British Columbia Tokyo office and the Canadian Embassy to complement activity by post-secondary groups who have already developed relationships at the university/college level.

- Explore potential market for British Columbia developed ESL materials in Japan. This would likely involve private sector implementation/ marketing within Ministry set performance standards.

- Prepare marketing material which addresses topics such as the quality of British Columbia's education system, safety and security, investment alternatives, living environment, Ministry co-operation and homestay opportunities (has application to all markets).

- Explore potential for marketing of British Columbia education technology and classroom application of computers to Japanese educators.

- Initiate longer term exchanges through school districts for qualified British Columbia high school students who would benefit from more than the current one to two week host country experience. Again, delivery should be concentrated at the local level (has application for other markets).

- Actively pursue the opportunity to offer contract educational services in British Columbia at the high school level during school breaks. This would build on study/travel excursions already offered by tour companies.

- Examine the feasibility of assigning an education counsellor on a 3 year pilot project to the British Columbia office in Tokyo to co-ordinate and promote both secondary and post-secondary opportunities in international education. This individual must be familiar with British Columbia and be Japanese speaking. The responsibilities of the counsellor would be to cover the full range of current and potential international education relationships between British Columbia and Japan. These would include seeking out opportunities for two-way teacher

exchanges/language monitors and acting as a selection office to liaise with Japanese international schools and internationally minded high schools with a view to recruiting high school students for extended study in British Columbia.

- Explore ways and means of more fully utilizing Japanese students who have studied in British Columbia in a more proactive alumni role to foster the education relationship and help develop a better understanding among Japanese teachers and students of the international education opportunities in this province.

- Continue cooperation with Konwakai and the Japanese Saturday school including credit for Japanese language instruction and encouragement of Japanese cultural instruction in British Columbia schools by family members.

- Examine the role and function of the Japan-Canada Cultural and Economic Exchange Association (JCCEEA) branch in Vancouver to determine the potential for future co-operative activity that would enhance the Ministry's objectives.

3.2.2 HONG KONG

There is no doubt that 1997 represents an imperative which drives both the corporate and family decision-making process in Hong Kong. This has been especially evident in Canada through increased immigration, investment, trade, and stronger educational connections.

At the post-secondary level, Hong Kong's limited university capacity compels many students to study abroad. This long-established fact has had a positive impact on Canada's post-secondary institutions which have enjoyed reasonable success and modest financial returns from hosting these students.

The Consultants believe, however, that the situation should be viewed differently at the secondary school level. The Ministry must take into consideration the fact that increased immigration has resulted in much larger numbers of students from Hong Kong now resident in British Columbia, especially in Vancouver and the more central municipalities of the Lower Mainland. In many cases, this influx of ethnic Chinese students is placing extreme pressure on some aspects of the education system especially ESL capacity. At the same time, there are signs that racial tensions are beginning to emerge related to this development and this places more burden on the education system. In view of the above, it is difficult to make the case that the government of British Columbia should be expending effort at this time to

recruit international high school students from Chinese speaking areas of the Pacific unless they are prepared to locate in the smaller cities and towns in the province.

Indeed, the greater priority at this stage for provincial educators would appear to be the encouragement of greater understanding, tolerance and integration associated with the significant numbers of overseas Chinese immigrant students now resident in Canada and already living in British Columbia.

All of the above leads the Consultants to recommend that the Ministry immediately reflect on the mandate of the Hong Kong selection office. To the extent, British Columbia school districts have capacity and interest in accepting international students, for the 1989/1990 school year, the Consultants recommend that selection activity be concentrated on areas away from the major metropolitan centres. This recommendation is especially valid if one keeps in mind that the key objective is expanded understanding of Asian culture and language education not the acquisition of marginal dollars for some school district budgets.

The potential for teacher assignments appears to be limited in Hong Kong. However, there may be merit in facilitating short term (two-four weeks) visits to the colony for teachers from British Columbia schools where the Hong Kong influence is most substantial. The objective in this is to aid and enhance understanding of the cultural differences that exist and are having such a

profound effect in Greater Vancouver. There may also be value in exploring the opportunity to use Hong Kong as a bridge to the People's Republic of China, with the ultimate goal of enhancing Mandarin language for British Columbia teachers/students.

Recommended Ministry Action

- Refocus the Hong Kong Selection Office to direct students mainly away from the major metropolitan centres in the province.

- Facilitate short term (two-four weeks) teacher assignments/study opportunities to aid and enhance cross-cultural understanding especially for teachers in Greater Vancouver schools with high ethnic Chinese student population.

- Work with school boards to augment orientation programs and activity to ensure that incoming students from places like Hong Kong better understand their new environment.

- Seek opportunities through Hong Kong to arrange teaching assignments with the People's Republic of China which would strengthen Mandarin skills of teachers in British Columbia.

- Investigate market potential for British Columbia ESL materials in the Hong Kong education system.

- Improve coordination with school districts/ post secondary institutions presently active in Hong Kong to ensure consistency in the British Columbia international education message.

3.2.3 KOREA

Korea is emerging as a powerful economic force in the Pacific. Its internationalization efforts and relaxation of currency controls are resulting in acceleration of overseas investment and travel. International education has to date been confined almost exclusively to post-secondary students. Currently, there are approximately 3,000 Korean teachers who go abroad for summer study tours each year; not many of these teachers have chosen to visit Canada but the situation can be expected to change with recently improved air connections between the two countries. Australia and U.S. education officials and institutions are very active in Korea and Canada needs to accelerate its efforts there if we hope to catch up with them.

The provincial economic relationship with Korea is substantial and the British Columbia government currently has a trade and investment office in Seoul. Recently, there have been some media reports on the interest of Korea University in exploring the possibility of locating an overseas campus in the Greater Vancouver area. There have also been some preliminary discussions concerning education facility proposals linked to business immigration. The Vancouver School Board and

Seoul School Board will be undertaking the first student exchange this year and the Neworld Educational Travel organization of Vancouver is offering a first teacher study tour to Korea this summer.

The demand for ESL training is burgeoning in Korea and may present a good opportunity to market British Columbia expertise in this area.

The Consultants believe that British Columbia's current and longer term interests warrant more attention by the Ministry on Korea and it should be a priority market.

Recommended Ministry Action

- Establish links with the Korean Ministry of Education to determine philosophy and policy regarding international education and interest in working with British Columbia.

- Explore market potential for British Columbia ESL materials with the education authorities in Korea and organizations offering ESL training.

- Determine ways and means of assisting the Vancouver School Board in developing their relationship with the Seoul school board. This could be an excellent way of furthering future teacher assignments and student exchanges.

- Assess the interest of Korean private high schools in satellite campuses. Two-thirds of high schools are private and a number have the resources to consider an offshore presence.

- Encourage scholarship students from British Columbia to choose Korea as their country of focus.

3.2.4 THAILAND

Thailand is emerging as the country of focus within the ASEAN group. There is a positive attitude towards Canada and business and commercial relationships are expanding. In education terms, internationalization is developing as a priority but is still limited at the secondary level. While the main language of instruction in the country is Thai, ESL is growing increasingly important. At this stage, teaching assignments appear to be confined to international schools which have English language curriculum. Thai language fluency is presently necessary to have a truly useful overall experience. Most of the international schools in Thailand do not present the kind of educational opportunity which would support the British Columbia's Pacific thrust since they are mainly catering to ex-patriate students. There are currency controls in effect which may constrain the numbers seeking education overseas, but many wealthy families do find ways to send their children abroad. There is also considerable CIDA interest in this country

which could supplement local financial resources in assisting with teacher assignments/student exchanges.

There is a receptive environment for Canada in Thailand and British Columbia should initiate increased activity now with a view to becoming the international education leader from Canada. Given the potential which Thailand presents and the increased attention being paid to it by the international community, it warrants a more serious exploration by the Ministry in terms of its international education strategy in the Pacific.

Recommended Ministry Action

- Establish links with the Thai Ministry of Education to determine philosophy and policy regarding international education and interest in working with British Columbia.

- Explore the merits of a modest high school student selection campaign utilizing the services of an appropriate local education cont t with sufficient knowledge of British Columbia.

- Begin to develop the kind of relationships with the education authorities in Thailand that will lead to teaching assignment opportunities especially for those with Thai language ability.

- Explore Thai market opportunities for British Columbia ESL material through Canadian Studies Program at Srinakharinwirot University and Embassy.

- Encourage more high school student visits to Thailand from British Columbia including more scholarship students.

3.2.5 MALAYSIA

At this time, the future direction and emphasis of education in Malaysia is changing and there appears to be a desire to strengthen English language capabilities. However, limits on financial resources of the country will likely dictate involvement by CIDA or similar international development agencies or inter-cultural groups in British Columbia initiatives. In many respects, there may be more for Malaysia to gain than British Columbia in the short-term, however, more balance should gradually develop. Interest initially appears to exist in strengthening links with British Columbia through education related twinnings, exchanges, and study tours. The Canadian High Commission in Malaysia is establishing a new Canadian Centre for Education and Training (CCET) to serve as a focus for Canadian education opportunities. Language of instruction is a limitation in all but international schools. In terms of interest, population and income, the country appears to offer enough potential to warrant consideration as a priority market at the present time.

Recommended Ministry Action

- Establish links with the Malaysian Ministry of Education to determine philosophy and policy regarding international education and interest in working with British Columbia.

- Co-operate with the Canadian High Commission in the development of the new CCET.

- Through CCET, determine potential for teaching assignments in international schools not dominated by ex-patriates.

- Explore market opportunity in Malaysia for British Columbia ESL materials.

- Advise British Columbia school districts of student exchange and twinning opportunities as they develop.

- Encourage more scholarship students from B.C. to choose Malaysia as their country of focus.

SECONDARY MARKETS

3.5.6 CHINA

Although China represents vast long-term potential for British Columbia and could contribute substantially to Pacific culture and language objectives, it lacks the system, infrastructure and educational resources in the short-term to warrant priority attention by the Ministry.

The one area which should be carefully explored, with the Canadian government/CIDA, is what role teachers from China can play in the development of Mandarin instruction in British Columbia high schools. The Ministry should actively encourage and facilitate school district exchange and study tours, but no major Ministry initiative is recommended involving China at this time. Opportunities to support teaching assignments/study for British Columbia teachers in China should also be actively supported.

3.2.7 TAIWAN

For various social and economic reasons, more students from Taiwan are now interested in studying abroad. Recent relaxation of currency controls makes it easier for Taiwanese families to finance education overseas. Immigration to Canada is also beginning to expand more rapidly linked to investment and education.

In many ways, the factors which should influence the Ministry's activity in Taiwan are very similar to those in Hong Kong, and because of this, the Consultants question the need for a Ministry selection office in Taiwan. However, there may be merit in a modest co-operative link to planned post-secondary efforts in this market. There does not appear to be any major benefit to British Columbia in supporting, on a priority basis, teaching assignments, twinning, or student exchange in this market.

Recommended Ministry Action

- Establish links with the Taiwan Ministry of Education to determine philosophy and policy regarding international education and interest in working with British Columbia.

- Explore a possible cooperative role with British Columbia post-secondary groups but allow these groups to take the lead in this market.

3.2.8 SINGAPORE

Based on feedback from a number of sources including informed officials of the Provincial government, the system of education and local government priorities do not indicate immediate, international education opportunities at the secondary level for British Columbia in Singapore. Therefore, although the commercial relationship between Singapore and British

Columbia is significant, the Consultants recommend that Singapore not receive priority attention by the Ministry but be handled on a responsive, as required basis for the time being.

3.2.9 BRUNEI

While there may be some short-term potential for British Columbia teaching assignments in Brunei, generally the same situation exists as in Singapore. The Consultants recommend that the Ministry deal with Brunei on a responsive, as required basis.

3.3 COOPERATIVE DELIVERY

In many parts of the Pacific Rim, Canada is only now beginning to be recognized as a significant national player with interests in, and the ability to, contribute to the overall development of the region.

This means that, for a province such as British Columbia, the task of establishing its identity and presence in the Pacific is formidable. If the province hopes to be successful in this regard, it needs to spend considerable time and effort ensuring that the international education message it presents to Pacific Rim audiences is a consistent and unified one. Because of this and given the limited human and financial resources available, the Ministry of Education should seek to more aggressively develop cooperative arrangements in priority markets abroad with other

provincial ministries such as Advanced Education and Job Training, and International Business and Immigration as well as British Columbia post-secondary institutions.

It makes little sense for British Columbia's international education interests to be fragmenting their efforts in priority markets in the Pacific since this no doubt reduces the return to the province. Over the next number of months, the Ministry should take a stronger leadership role in developing ways and means of enhancing and increasing co-operative international educational activities in priority markets in the Asia-Pacific region.

Areas deserving of attention and that may benefit from closer coordination include the following:

- More cooperation in identifying and then accessing opportunities in the Pacific for overseas teaching assignments for British Columbia teachers.

- Sharing of resources in priority markets related to international student selection.

- Development of a joint marketing group including representation from all of the major participants in international education in the Pacific.

- More cooperation and coordination of international education marketing activity, including the possibility of a unified British Columbia corporate presence at Education Fairs in priority markets in the Pacific.

- Development and preparation of promotion materials that reflect the totality of the British Columbia international education strategy in the Pacific region. A more orderly approach to the distribution of this material in priority markets should also be explored.

4.0 CONCLUSIONS

In this report, the Consultants have attempted to set out a proposed plan for marketing activity and priority targets which, in our judgement, can best contribute to secondary level, Pacific Rim international education objectives. The results in many respects may be intangible and gradual as students and teachers develop awareness and understanding of Asian cultures and languages. While there may be some related short-term financial/economic spin-offs through increased tuition fees paid, tourism/travel expenditures, and facility investment, these will be modest in absolute dollars and should support, not drive the primary goal of a fuller understanding of Asian languages and cultures. To be successful, the Ministry must resist many of the demands placed upon it and concentrate all of its effort and resources on priority markets and activities in the Pacific.

There is a definite constructive role which the Ministry of Education can play through marketing activity in the Pacific to help achieve its international education mission. This activity must maintain, as its primary focus, the creation of a more extensive, better qualified teaching resource in British Columbia and, by extension, better informed, more knowledgeable students. If the Ministry can help accomplish this goal, it will have gone a long way to preparing the people and the province of British Columbia to successfully meet the challenge of the Pacific Century.